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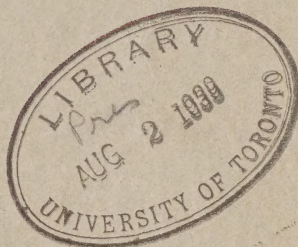
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THE HUMAN SIDE OF YOUTH TRAINING



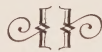
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DEPARTMENT OF LABOUR
OTTAWA, CANADA

[1939?]

THE HUMAN SIDE OF YOUTH TRAINING



DEPARTMENT OF LABOUR
OTTAWA, CANADA

The incidents recounted in the following pages are based on actual fact. For obvious reasons, names and localities, which might lead to identification, have been eliminated. Letters, records and information in the Department of Labour, verify the facts as given subject to the qualification mentioned.

INTRODUCTION

IN going over reports dealing with projects under the Dominion-Provincial Youth Training programme one every now and then runs across what the newspapers call a "human interest" story. These human touches are interspersed in written material of a "dryer" or more official nature. Sometimes one consists of a single sentence in a report of several pages. But that single sentence will tell more of the real effort behind youth training than pages of statistics.

In mines and forests, across the Prairies, in cities, towns and countryside, young Canadians are being trained. And wherever this training is going on can be found human interest stories. Some are significant because they recount real sacrifices made by young men and women to obtain training courses. Others are entertaining and amusing, telling, as they do, of good times and happy associations during work and play. But their chief attraction lies in the fact that they are true stories of Canadian boys and girls who are being equipped to meet today's difficult conditions through training of a practical and helpful nature.

The purpose of this booklet is to give to the public some of these stories in the hope that they will prove interesting side-lights on the work which is being done under the Dominion-Provincial Youth Training Programme. It must be remembered that this youth training programme is designed to help those young people who, without it, might seek in vain for help. It is for the benefit of unemployed, necessitous persons between the ages of 16 and 30 years. As this category embraces many young

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people who have never worked, even though they may have exhausted every means for seeking employment, it is easy to understand what a Godsend youth training seemed. For many of these young people it appeared as if the door of opportunity, for so long shut and barred, was beginning to swing open at last.

The Dominion-Provincial Youth Training Programme has taken on a greater degree of permanency with the passage through Parliament of a measure providing for its continuation over a period of three years. Before the bill passed, the programme lived from year to year through the medium of an annual appropriation by the Parliament of Canada.

Under the new arrangement there will be greater continuity and probably more satisfactory results. There will, however, always be the human side—the human interest stories in which we are all interested.

Let us look at some of them.

A DETERMINED STUDENT

A quiet chap, 21 years of age, taking the Agricultural Course at a Manitoba village, took a keen interest in all school activities. He came from a poor farming district and had been able to go only as far as Grade 5 in Public School. When the Citizenship committee began training the class in dramatics, it was found that he had considerable ability as an actor and he was chosen for the leading part in a one-act play to be presented at the conclusion of the Course.

B___ had made a small payment on his board early in the term. When asked for the balance later on, he replied that he had written home for money and would pay as soon as this arrived. One cold, stormy morning, about one week before the end of the term, he was absent from class. On making inquiries, it was found that the expected cash from home had failed to arrive and he was walking home, a distance of 34 miles, in order to get some money. Boys from an adjoining district reported that his people were very poor and had depended on the sale of some

MINE APPRENTICE PROJECT



Mining training is an important part of the programme in a number of provinces. It embraces a wide range of training activities.

cordwood to raise funds. The demand for wood being small, they had failed to do so.

The principal of the school obtained a car and overtook him six miles from town. When asked for an explanation, he replied that he must have money from home with which to pay his board and planned on walking home in one day, resting a day and returning on the third. When an offer was made to loan him money, he declined at first on the grounds that he wanted to pay with his own funds. He finally accepted and returned to the school. It was found that he had had no spending money since leaving home seven weeks previously. His only clothes were blue combination overalls and heavy gum rubbers.

Worked His Way

A young man of 25, married, with a small baby, was very anxious to take the course, but found great difficulty in financing it. However, he rented a couple of rooms in the village where it was being held, moved his wife and family in, took on the job of caretaking for the two schools (and made a good job of it), and was thus able to take the course. He was one of the best students, winning the second grand aggregate award, first in Animal Husbandry and third in Field Husbandry, and as well, took full part in student activities.

Real Practical Benefit

A young fellow attended the Youth Training School held in a western town during the months of January and February, 1938. During the course he became interested in poultry as a result of lectures in this subject and decided on his return to his farm to rear a good sized flock. After applying some practical knowledge gained during his course and some further study on the subject he was able at the end of the year to show a profit of approximately \$300.00. Part of this sum went to further his study of Agriculture at the University of Manitoba during the winter months of 1938-39.

Wanted the Training

One boy drove morning and night eight miles to attend the course. He brought his lunch and received no financial assistance. Nine other boys drove lesser distances, assisting with the chores.

Three boys from a distance who were without finances boarded with near-by farmers. They assisted with the chores for their share of the board, the farmer receiving the 50% government assistance. This plan worked satisfactorily for both parties.

An Active Student

One auxiliary apprentice at a marketeria is out to learn all he can about the retail grocery trade.

W__ first visited the Apprenticeship Centre in September, 1938. The interviewer was impressed with the pleasing personality of the young man and advised him to attend the commercial classes. In October he was placed as an auxiliary apprentice at the marketeria.

Besides serving as an apprentice and attending classes two half days a week, W__ still continues to deliver newspapers every evening. The fact that the Show Card Writing classes are held in the evenings, when he is delivering his papers, presents no difficulty for him; in order to compensate for the lost time, you will find him alone at work with his lettering materials on Wednesday afternoon (a retail store holiday).

W__ lives more than two miles from his work, but he is on the job every morning at 8 o'clock. If you visited the Apprenticeship Centre at 12.30 p.m. you will find him just finishing his lunch, and getting ready to pound the typewriter until one o'clock, when he is ready to return to work.

He never misses a class unless he is sick, and has only been absent from the store one day on account of sickness. On Wednesday afternoon before Christmas, W__ had just finished his lunch and his instructor remarked that he was all through for the day. "No," he said, "I am going back, they are decorating the store for Christmas and I don't want to miss anything."

Before he was placed he was selected as one of the boys to be interviewed by the Supervisor of a chain store system. When we called at W__'s home, we found him standing on a ladder painting the side of the house; in five minutes he had washed, changed his clothing, and was ready to meet the Supervisor.

The Supervisor was impressed with his personality. It was the intention of the Supervisor to train a man for a year and then to promote him to manager. After a

year's training he would still be only seventeen and too young to take over the responsibility. Since he had all the other qualifications, the Supervisor considered the matter for some time, but finally decided that he would have to eliminate him on account of his age.

W— has become interested in meat cutting and spends a considerable amount of time each day in that department. He wants to become an A-1 meat cutter.

AN OPEN-AIR CLASS



When the weather is fine, instruction in connection with some of the courses is given outside.

Youth Training—and a Job

Throughout his school career this Maritime Province boy took little interest in the subjects taught in the Public Schools. He was much more interested in cars, boat engines and trains, than in French, English or any of the other subjects he was obliged to study.

However, he continued to go to school for the reason that there was nowhere else to go. He couldn't get a job and since he would in any case be supported by his father, who was in favour of his staying in school, he remained.

At the age of twenty he left school and worked for two or three weeks as a labourer. When this work had been finished he was again thrown upon the support of his father who, as most coal miners, was making very little money at that time.

He tried by various means to get himself work but without success. This delay in making himself independent of the family had a bad effect on him. Because he was a burden on his father's resources, he stayed as much as possible from home. He took to wandering around the streets at all hours of the day and night with boys who were in the same plight as himself.

To keep himself in pocket money he took charge of a paper route for a daily newspaper and by continual work made enough for his own meagre necessities.

Then he was interviewed by the Apprenticeship Project. They concluded that he was best fitted for auto-mechanics. He was enrolled in the Auto-Mechanic class and put in an Apprenticeship position. He realized fully that in order to get ahead he must make the best of every opportunity given him to learn and, accordingly, he studied well at the Apprenticeship Classes and worked hard at the apprentice position. Since he was not being paid very much he continued to look after his papers in his spare time.

At the end of a year and a half he was making very good progress.

Early this year, he saw an opportunity to become a regular employee of a garage. This garage was in need of a trained mechanic's helper and they offered the position to him.

At the same time there was another garage owner who had heard of his work and he, too, approached him, but since the offer of the first garage gave him a better opportunity to learn, he accepted their position.

At the present time he is working steadily as a trained mechanic's helper and making a fairly good wage with a chance of promotion in his chosen trade. He is no longer seen lounging around street corners for he has something to do. He is contented, and ambitious to get ahead.

A Difficult Temperament

When he had finished Grade VI this boy left school and started to look for work. He had no practical experience to make his task easier and was forced to look for a job that did not call for training. At first he was unsuccessful but finally, in 1935, he was given a job as teamster. He was paid a small wage and had to work every day of the week, except Sunday, and most of the nights. He was dissatisfied with the work and he didn't care for that type of job.

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COMMERCIAL ART TAUGHT HERE



In this training centre there is a wide variety of courses available for men and women. Commercial art, a subject of increasing importance in modern times, is taught here.

Finally, after a year and a half of working as a teamster, he left after a disagreement about an afternoon off. He looked for another job but was unable to find anything. One month later he enrolled at a Maritime Province apprenticeship centre. His interview showed that he was mechanically inclined and had a liking for the trade of auto-mechanic or machinist.

At the apprenticeship centre every attempt was made to find him a position. Finally he was placed as an apprenticed garage mechanic. He looked to the centre to further his education along the theoretical part of his work, and he planned to learn the practical side by applying himself to his work. After seven months work as an apprentice with the local garage, he was once again without work, but a new place was readily found for him.

This young man was inclined to be temperamental; he would tolerate no one interfering with him and kept to himself. Nevertheless he worked hard, but his attitude finally brought on a minor "dispute" with his employer. He decided to leave. After a careful interview in which the young man was made to realize that unless checked, his temperament would endanger him in any position, he

took a position with a garage as a regular mechanic. It was only through the repeated directions and advice of the staff of the project that he made the necessary personality adjustment to enable him to work without friction. At the present time he is working steadily, getting well paid and is assured of becoming promoted if he persists in doing his work as well as he has been since.

His attitude toward so-called interference has changed, enabling him to become friendlier with his fellow-workers and employer. He is content with his work and hopes to gain more experience and knowledge to help him in the future.

USEFUL AND ALSO ORNAMENTAL



Above is shown the products of handiwork training in some of the Saskatchewan rural courses.

Learned to Make Clothes

Since we joined the school our sewing and all our knowledge of dress-making has improved 100%, writes a girl in a British Columbia dress-making course. We have been taught by a competent instructress, young enough to see our point of view and to know the modern and newest methods of dress-making which will be of use to us in the commercial world. We have not wasted time on the unimportant and fussy details such as are taught in some schools, but we have gone ahead quickly learning things of real use to us in business. We have not only been taught how to make our own clothes; we have learned fitting, so

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that we can help customers. We have studied different types and their figure and face problems, so that we can give advice to the different people we come in contact with professionally.

As an apprentice a girl generally spends her first years making herself useful around the store and learning only the simplest things, such as sewing seams and buttons. We have not been placed in this position but have become competent dress-makers in a year, as our customers now testify.

We have learned how to handle customers so that we may make suggestions without hurting their feelings, and yet we have dressed them in a manner which reflects satisfactorily upon our dress-making ability.

Our teachers also showed us how to improve our personal appearances, so that we were able to go out to get jobs suitably and sensibly, if not expensively, dressed. We have been shown how to wear our clothes and how to make the best of them so that we are our own best advertisement, as dress-makers, to our prospective employers and customers.

Although quite a few of us have had to make some sacrifices to continue at the school and buy material to work with, we feel it has been worth it. We may have had to put off going to the dentist, and getting our shoes fixed, and buying stockings, etc., but these things have only been for a year and then most of us have succeeded in getting jobs. A year's doing without things has been worth it because we have got a trade that we can always use and that can lead to better things, things which an untrained girl could never reach.

Homemaking Class Helped Her

It was last November when I was looking for a job and wondering what I would do about it if I didn't get one. Then suddenly I was fortunate enough in hearing of the wonderful opportunity inexperienced girls were given to go to the Homemaking School, through one of my girl friends, writes a Manitoba student.

My first thought was, could I afford it, and upon hearing that it was mostly free, and was up to us to make the most of it, I was interested right away and asked my parents if they would permit me to go; since I had had so little schooling they were both willing to have me go.

When first I got to the school and had a glance around I was even more impressed and decided I certainly was lucky to get such a good experience. I can freely say that I have learned a lot, especially in cooking. I am more sure of myself now, and am sure it will help in years to come. I find sewing very interesting and have learned all the different seams we should know. I also enjoyed the outside speakers giving us lectures; besides the numerous lectures we have daily.

And now that achievement day is nearing we are all busy getting our things ready to be put on display.

Now She Can Smile

One Manitoba girl who had a very unhappy home life, has never been allowed to do the things a normal girl should. Her whole time has been devoted to outside work on a farm. Previous to coming to the school, her only attendance at a public gathering was at two picnics. Needless to say, this girl had a very unhappy expression and couldn't even smile. Fortunately, art lessons came at the beginning of the course. The girl found her forte in this and did two very good pieces of art. This brought out the best in her. Art was used as a stepping stone to bring her out. You would never believe the difference a short ten weeks made. Now she can converse quite freely, is ready to smile, willing to help, and in every way is an entirely different girl.

Forestry in B.C.

Here is a letter from a young fellow who seems to have received practical benefit from a youth training course in forestry:

"Dear Sir:

Please excuse me for not writing until now but I wished to see how I got on here, then I lost your address, then kept forgetting to look in the phone book when I came home.

The first day I was out here I was put putting up siding on a new cookhouse here and got along fine. Using these spacing jigs it surely goes up quickly. The foreman was quite pleased with the result which did look pretty good. After that I worked tearing down and moving the old kitchen into the new. We had to move windows and patch up floors; the place is rather jerry-built, however, so I didn't get much practice doing much decent work. I built a prove box (for raising bread, a cupboard-like

affair with a bunch of slatted shelves in one compartment and a heater in the other) and a cake box. There are not much in the way of tools here so I could not make much of a job of them, they are only nailed together, no joints, but the foreman and the cook seemed quite satisfied. Day before yesterday I was putting Yukon chimneys in the bunkhouses in place of old tin sleeves. Today I put bars in the store room windows to prevent theft of provisions by the men in the winter camps. Tomorrow I think I will be putting a new ventilator in the kitchen as the cook is complaining of the heat.

I nearly forgot to tell you that I made a couple of built-in cupboards for the cook, one over his worktable for extracts and one over the sink for soap and brushes, etc. The cook thought they were pretty good.

I think I will stay here until the end of the camp since nearly everyone who came before or after me has been shipped out. I think that the foreman intends to keep me here on the construction because I know what I am doing to a certain extent and he can tell me what he wants done and leave me to it.

It is getting late now so I had better close."

FORESTRY WORK IN WINTER



It takes quite a lot of wood to keep some of the forestry camp buildings warm. Here are young men developing muscle as they build up the supply.

Thanks for Training

"I am taking this opportunity to express my thanks for the excellent training in woodwork and building construction which I received under your supervision.

"I attended this course during the winter months along with a course on mineralogy also supplied by the government. In the spring my brother and I went prospecting and I found my training was a great advantage in the construction of sluice boxes and other mining equipment.

"Since I have been home I have made use of my knowledge of carpentry on many different occasions. I was able to help construct a garage and put some of my training into practical use. The notes on building construction which I obtained from this course are very clear and helpful. My parents are very pleased that I was able to attend the course and receive such valuable knowledge free of charge.

"In closing, I would like to say that I am very grateful for the knowledge I obtained in this course. I hope to see this school carried on especially during these times when unemployed boys are glad to receive this training free of charge."

Where There's a Will, There's a Way

"My attention was drawn to this case by the janitor of one of our British Columbia training centres who had taken an interest in two boys taking the course in painting and decorating," writes a supervisor.

"One morning one young man came to class very dejected.

"What's the matter, son?" asked the janitor.

"Oh, I guess this is my last day. It's too much of a walk night and morning."

"Oh! Where's the bike?"

"We busted it yesterday."

"What do you mean 'we'?"

"Well, you see, Charley—he ain't here today—and me used to ride her in turn, but yesterday we both got on her and she busted at the head."

"Where do you live?"

"Five miles from here. Two and a half miles apiece wasn't bad, but now that's fixed."

"How about getting the bike fixed?"

"O.K., but what with?"

"I don't know, but bring her in and I'll take it up with the boss."

"Needless to say, the bike was sent out and welded and car fare provided for both young men on wet days. Both finished the course and left to hunt work, feeling that someone cared a little about their welfare."

Another British Columbia Case

A tall young man above average type joined the class in frame house construction, a clean cut man if ever there was one, hard up and honest, as will be seen. The young man applied both brain and brawn to his job and was graded A-1 by his instructor.

One morning he failed to turn up. Inquiries were made and it was learned that he was flat broke, with no means of support. The instructor finally located him and begged him to return to class as he had only about six weeks to go to finish his course. The instructor offered to lend him sufficient money to carry him through. After much persuasion he agreed to come back and finish. But again he was missing, and this time he couldn't be found.

Three months later some money came to the instructor and in another three months the man returned with the balance owing and wanted to take the practical and theoretical examination. It happened that the class in session had just been examined but the examiner sent by the Builders' Exchange arranged a special examination for him and one other young man who was ill when the examination was held. He passed brilliantly and received a diploma.

Just Another Type of Student

Mr. Jack ——— struts into the office with all the front at his command.

"What's the catch in this free training the government is offering us kids? I suppose it's a back way into the army."

"No, my boy, it's a way of getting you out of the army of unemployed, and I can assure you your only obligation is to apply yourself to work."

"Work—I've been looking for that since I left school. What are yer paying for it?"

LEARNING TO BUILD A HOUSE



This is the kind of job which develops both brain and brawn. In some of the outdoor projects students assist in constructing the necessary buildings.

"What are we paying for it? You're lucky not to be charged for the material you'll spoil. Now come clean, old man, what's the matter with you? What are you sore about. I haven't hurt you yet, have I?"

"No."

"Then let's talk turkey."

"Aw, shucks. There must be a catch somewhere. What are you getting out of it?"

"Me? Only a job. And that's what I'd like to see you getting. What can you do?"

Complete silence. By this time I had adjudged the case as one of "Inferiority Complex" and meant to try my hand with it. After badgering him for a while, I put on my hat and coat and took him down to the training centre where he enrolled in the plastering class. As expected, this young man turned out well and the following extract from one of his letters indicates a changed attitude:

"I wish to thank you for the loan of your own tools which gave me a start, also overalls. I shall buy my own with my first money when I will bring yours back. I cannot repay you for training me in this trade. How are the rest of the boys making out?"

Enjoyed the Course

The following is from a girl who trained in a British Columbia dressmaking course:

"I hoped I would get a position, either in a store or in the dressmaking line, but I soon found that it is as difficult to get work here as in other places.

"A year ago I did quite a bit of private sewing and alterations. Some of the figures I sewed for were rather difficult to fit and I began to think I would like to get in with someone and learn more in the fitting line, as I had not had much. Also I thought I would get more work handed to me and thus gain more speed.

"Last August I saw, in the paper, where classes were starting for unemployed girls. One morning, as I was going to make the rounds of the stores, I slipped this piece of paper in my purse. Getting 'no' for an answer again, from the stores, I went to the Y.W.C.A. and registered for the salesmanship class. When I had finished the girl asked me if I had been trained for anything. When I told her I had had some training in dressmaking, she advised me to register in the dressmaking class as there is more future in dressmaking than in being a salesgirl. I filled out the form.

"I received a phone call the Saturday before school opened, saying that I could attend the dressmaking classes. The first few days I didn't think I was going to gain much but after the first week I became more settled and decided I had plenty to learn.

"I have enjoyed the course very much ever since and I think taking the design and pattern making along with the dressmaking is a great advantage. I expect I shall do private sewing when I am through, although I am not quite decided. I feel quite sure when I am finished I will be more equipped to tell others what they should wear. I think we are very fortunate to be able to take a course such as this."

Told by a Teacher

On a rainy evening during the early part of April, 1939, a teacher at a New Brunswick vocational school answered a knock at the door to find standing there a recent graduate of the school. He is the son of an immigrant father, now a naturalized Canadian.

After refusing to enter the house because of muddy boots, the young man remarked: "As I was passing your

house the thought came to me that, although I am in my working clothes, I should stop long enough to tell one of you teachers just what benefit my course in agriculture and farm mechanics at the school, under the Dominion-New Brunswick Youth Training project, is proving to be to me now that I am helping father to build up a business. As you know, we farm in the summer and run a small grist mill when farm work is slack. Before I was able to help father, he did not attempt to do anything except grind the grain which other farmers brought to the mill. My course has enabled me to make him see that there is a real chance for expansion in our small business, and I am happy to tell you that this year our business is treble what it was when father ran it alone.

In addition to grinding grain, we have opened a department featuring feeds, and this added to the progress which has come through my training in agriculture and the knowledge I gained of bookkeeping principles has opened up channels which father did not dream existed for him. I now have a system of bookkeeping especially suited to our business, but my greatest satisfaction lies in the knowledge that I have been able to build up this system myself on the principles which I acquired at school. The pride which I have in my books enables me to keep them in such good order that I am satisfied at any time to have any one inspect them. Last week when father showed my books to a travelling salesman for feeds, he was told that the salesman had never seen a system better fitted to our particular business.

But this is what I wish you to know: I never make an entry in those books without realizing how much I owe to the school that really prepared me for life. You will never know how great is my personal satisfaction when, without a moment's notice, I can show father and mother just how much we actually made in the business last month, and how much this month's business has gained on that of the corresponding month of last year." This statement, coming from a boy no better than the average student, exemplifies one of the greatest joys of teaching—that of never knowing when seed may fall on good soil, flourish, and bear fruit.

Music and Community Leadership

M__ enrolled in the Agricultural Youth Training Course in the fall of 1938. He could not read a note of music. Through regular instruction as an extra-curricular activity,

this student was able, upon the completion of his second winter's work at the school, to sing and read the notes most creditably. He now takes part as first tenor in a male quartette with three men of the community who are skilled musicians and experienced in singing in public.

As a result of this attainment, which is really only a side issue from the course in which he enrolled, this student is much sought after for engagements in connection with community concerts and entertainment in general and is able to make helpful social contacts which would otherwise have never come to him. The enjoyment and advantage he has from this source is a great satisfaction to those responsible for his training.

Student Starts Loom Manufacturing

One young man from an isolated fishing village at the north-east corner of New Brunswick enrolled in a Carpentry and Cabinet Making Youth Training course. He could speak but a few words of English when he began this work. He surmounted this language handicap, and with industry and perseverance succeeded in developing himself into one of the best students in the class.

After his three months course, with the assistance of a committee of women interested in promoting handicrafts, he has established a shop in which he is manufacturing looms for use in Gloucester County and other parts of New Brunswick. He reports that he is very busy and has many orders coming in from the young women who are enthusiastically promoting handicraft work.

From a Dress-Making Student on the West Coast

The reason I took this course was because I had just finished school and could not find anything to do but house keeping and as I did not want to do housework all my life I decided to take up something that had a better future in it. I did not know the first thing about sewing when I started and so I started right from the beginning and during the time that I have been here I have learned a great deal. It has helped me more than any other course would have because now I can make my own clothes, and they are less expensive than the ones you buy, and far better.

It is also an advantage in having the designing course, too, because it gives us a very good idea as to what styles

NEW BRUNSWICK HOME CRAFTS



This girl lives on a farm. In September, 1938, she entered a four weeks' Handicraft course and specialized in weaving. When she returned home, she sent to the New Brunswick Department of Education for a blue-print of a loom and other weaving equipment. She and her brother made this loom and equipment with their own hands from wood produced on their own farm. The loom, plus warping frame, spool rack, etc., cost them just \$7.50. For a bobbin winder an old separator was adjusted to serve the purpose. She is now weaving beautiful tweed material for which she finds a ready market. Among the pieces produced was a twill of heather green which she has made into a straight lined sports coat.

are best for us and other people and we are better fitted to make other people's clothes when we know what styles they should wear.

I think this is the best course a young unemployed girl could take if she is willing to learn a wonderful trade.

Delightful Companionship

Here is a different angle from a Saskatchewan student:

Outside of many useful things we learn one of the most delightful things is the companionship and pleasure we derive from associating with our fellow students. Many of the girls have here become acquainted and already many friendships have been cultivated.

Having spent most of the first week in getting organized and adjusted to college life, our activities are now in full swing. Each girl has designed a chair seat which is to be hooked on gunny-sacking. We have been dyeing old stockings for the purpose. Weaving is also proving a fascinating part of our daily program. The finished products are to be a baby's jacket and a runner.

The first week of the course we had the pleasure of having an instructor from the University of Saskatchewan giving us lectures on poultry.

We were given a demonstration on the various cuts of beef at the butcher shop last Wednesday.

One from Alberta

The central Alberta Pavilion, located at the Dominion Experimental Farm, was placed at our disposal during the period of the school. This building was so constructed that it could house the whole school except for boys' sleeping quarters. The main area was used as joint classroom and men's classroom during the day. In the evening it was utilized for programmes that consisted of debating, slide lectures, films, dramatics and dancing. The dining-hall was used as a classroom for the young women. The presence of tables assisted greatly in their work. The cloak room and adjoining room were used as girls' dormitory. The young men were comfortably housed in two colonist sleeping cars loaned for this purpose by the C.P.R. Electric lights were installed in the cars and water had to be hauled in barrels for washing and drinking purposes.

Mixed Training a Success

"Some of our largest and best schools have been carried on without a dining room, and yet our supervisor believes that this feature alone is of inestimable value to the farm young people. One or more members of the staff are present at evening meal. Grace is always said, usually by one of the students.

"In a mixed gathering such as this, all roughness is eliminated and many of these young farm people receive a training that will remain with them for life. It is a revelation to see how the quiet, shy young people, boys sitting on one side and girls on the other, gradually lose their shyness. Before the two weeks are over, they are a mixed group, visiting back and forth across the table and conducting themselves after the pattern set by the staff."

100% Attendance

A supervisor reports on a popular rural course in Alberta:

The outstanding feature at the school was the attendance at lectures. Not only did we obtain 100% attendance from the students but, in addition, we had a large attendance of farmers and men and women from the town.

The Local Committee practically suspended business and many of them attended every lecture. The farmers coming to town came up to the school to get the store keepers and elevator men and ended by staying themselves.

At the mixed lectures, which were held at 11.00 a.m. each morning, we had to ask the outsiders to leave in order to make room for the students. Standing room was at a premium.

An incident which occurred in this regard may be of interest. While discussing some details of the school with a member of the local committee, a lady came into the store for some canned goods. She was complaining that her maid was at the school and she had to cook the meals as well as look after the Post Office. She said, "I'll be glad when the school is over, my maid is a young farm girl and it's a case of letting her go to the school or she'll go anywhere. All her friends are there."

A few days after, I met a merchant who was complaining about the school and hoping it would soon be over. He said, "My partner and our clerk take in every lecture

and now my wife is 'sitting-in' on most of the ladies' lectures. I can only run a business on one side of the street at a time." This man was one of the school's best boosters.

Two students drove in 45 miles from their home the day before the school opened in an open cutter with their bedding and equipment; with the temperature 30° below zero. A few days after the school opened one said: "This is going to be the finest two weeks I ever spent in my life. We are taking up so many of the problems that are confronting us, and also lots of things I never thought about. Besides that, we're having so much fun. It gives a fellow a real chance to meet a lot of young people he would never meet otherwise."

The interest exhibited by the community is perhaps best demonstrated in the expressed desire on the part of everyone to have the school repeated another year. The students expressed this wish unanimously; while the Local Committee promised to make every effort to make it possible of realization.

HOME NURSING IS INCLUDED IN SOME COURSES



It is a valuable thing to know how to make a bed and take care of an invalid, and this form of training is helpful.

Now Has a Position

A girl attended both cooking and home nursing classes in a Manitoba city. When an epidemic of scarlet fever broke out several emergency wards were opened at the General Hospital. This meant the hospital was understaffed and competent help was required. This girl was sent, and with her knowledge of carbolizing beds and making them, preparing drinks and setting trays, proved wonderfully helpful. The Superintendent is loud in her praise and she now has a permanent position.

Son of a Fisherman

F__ is the son of a Nova Scotia fisherman. At no time during his life has he lived very far from poverty. During his school years he had to keep an eye open for any part-time job that would bring in a little money to help the family and himself.

The year before he enrolled at the Auxiliary Apprenticeship Centre he worked the two months of his summer vacation with a local garage as a "gas monkey". The money that he earned that summer bought clothes for his next school year. When he finished school that year he came to the Apprenticeship Centre for assistance and guidance.

His interview showed that he had a liking for mechanics. He liked working around a garage and was anxious to be trained to take a job as a garage mechanic. He is very small of stature and this would have been a handicap to him if he had not a very pleasing personality and the determination to work.

In September he was placed with the garage that had employed him during the summer holidays of the summer before. Here he learned mechanics and garage work. He also took classes in Auto Mechanics at the Apprenticeship Centre. Because of his pleasing manner, which appealed to the customers of the garage, he got along well with his employer.

For over a year he worked as an auto mechanic apprentice and his wages were increased over the stipend that he was supposed to receive.

At the present time he is in a position to step into a regular job as a trained mechanic as soon as an opening arises. As the garage employer likes his work and has

promised him a chance as a regular, F— is content to wait. He likes the garage and the employees, and thinks that it would benefit him more to wait until he can work there as a trained mechanic than move to some other garage where he would not like the work or workers as well.

One Job in Four Years

Another boy showed little interest in school work but since he could not obtain a job he continued his school course. In 1933 he left school at the age of twenty and in the eleventh grade. That summer he worked for a month on the highway in Nova Scotia as a labourer.

That was the only job he had in four years. He searched desperately for work. And because of continued refusals by employers his morale lowered and he was well on his way to becoming one of the permanently unemployed.

At this time he was given an interview at the Auxiliary Apprenticeship Project Centre and they were glad to find some little spark of hope still alive in him in spite of his four years of enforced idleness. From the interview they found that this young man was interested in commercial work. Immediately he was enrolled in the Commercial Class and for four months he came to classes twice a week. Then at the end of four months he was placed as an apprentice clerk. Although placed in a position where he was working every day he still came to classes to keep on with his commercial course.

At the end of a few months, by which time he understood the business perfectly, he was taken on as a regular employee. His employer permitted him to continue with his classes at the Apprenticeship Centre for two half-days per week. All during the Spring and Summer months of 1938 he worked steadily. His value to the company increased to such an extent that they voluntarily raised his wages. He worked hard that Summer; all his lassitude had vanished and he looked upon life as something that could be made to suit him. His employer seems to think that this young man is well worth the money he is paying him. At one time the employer declared that as long as he had a business this boy would have a job.

So the young man who for four years could find no work has all that he can handle, with every chance in the world for promotion, and an employer who appreciates his work.

Started for Myself

This is an encouraging statement which appears in some of the reports from students in various rural, handicraft and homecraft courses. Students have testified to the benefits received which have equipped them to go in for such occupations as poultry-raising, bee-keeping, egg-grading, as well as the home manufacture and sale of useful and ornamental articles for wear and household comfort. Some girls, trained as waitresses, have now obtained employment in hotels. Others have learned to "help at home", in a more efficient manner. And, from the reports, it is apparent that nearly all those who took courses gained, along with practical benefits, a broadened outlook and a widened horizon of genuine educational value.

As one student puts it:

"As well as getting lots of information, it is a pleasant experience, and one benefits by coming in contact with other people and exchanging ideas".

MAKING USEFUL AND PRETTY THINGS



There is a "homey" suggestion about this photograph of a group of girls in one of the rural courses.

A Parish Priest's Opinion

Ample evidence of the value of courses in weaving, clothing manufacture, and cooking which were held in a New Brunswick village last year, is contained in a report from the Parish Priest.

This priest tells of performing the marriage ceremony for a young couple when the bride wore a suit woven and tailored by herself, and her bridesmaid was similarly dressed. Both had been trained under the Dominion-Provincial Youth Training programme.

Some excerpts are given below:

"Fifteen of our girls took the weaving course. The girls covered in weaving about 28 different samples including mat weaving. These young people showed great interest in the work and ever since the closing of this course 3 looms have been in operation in this parish.

"This course was later followed by the clothing and cooking courses. The weaving course, coming first in order, gave the girls a splendid opportunity to manifest their skill in weaving, which they did, for 8 or more of the 15 girls wove material that they made into dresses and suits at the clothing course. Surely this instance is evidence of the skill acquired and the money saved as these dresses and suits cost comparatively little.

"A fashion show with another entertainment closed the second course. The 21 girls who took this second course all, without exception, made dresses, skirts, suits, etc. They were all well made, and more than 8 were hand woven.

"Here is another instance of the benefits these courses have been to our girls. Although they have not woven much for sale yet, they have made materials for dresses, skirts, suits, luncheon sets, scarfs, etc. Another girl made twelve scarfs as gifts to friends at Christmas. Personally I know of four luncheon sets that have been woven for sale by the girls.

"After the clothing course was over the girls formed a sewing club which meets every week in the parish hall. During these meetings they made and repaired twelve cassocks for the Altar boys and as many surplices. Besides they made over old clothes for others of the family and for the poor. Thus I have in the sewing club willing helpers to aid me in making things for charity and for the church.

"Just a few nights ago, January 3rd, 1939, the members of the sewing club put on an entertainment to raise money for their work and to purchase another loom for use in the parish."

THIS GIRL LEARNED TO WEAVE



Here we have a New Brunswick girl who took the course in Home Crafts, specializing in weaving in March, 1938. Upon the completion of the course she obtained a loom and immediately set to work. It was not long until she was taking orders for handwoven articles. By Christmas of that year she had sold such articles as scarfs, shopping bags, small blankets, upholstery material and towels to the extent of \$200.00. She makes her own clothing from material woven by herself. She wore her hand woven coat at the Provincial Fashion Show held at Fredericton, March, 1939. The material, a grey tweed, was fashioned on straight lines and trimmed with handmade wooden buttons. She carried a handwoven bag of black and grey done in a honeycomb design. She is planning to attend the Summer School of Education and Fine Arts conducted by the Department of Education this summer by producing and selling enough material to defray her expenses for further education.

Work and Health-Building in the Forests

This is the story of one of the thousands of young men who have come under the wing of the Youth Forestry Training Project. It tells of his experiences during training and also during his period of employment later with the Alberta Forest Service. He wrote it himself:

It is summer, this young fellow, nineteen years old, had graduated with honours from high school and was looking for a job. At first his hopes were high, but as the days passed by, as one application form after another was filled out and stuck in some corner to brood with thousands of others, as manager after manager told him to come next week, his hopes began to sink.

Conditions at home were bad. Father brought home the remnants of a meagre salary. Mother put one patch on another. The few pennies that trickled in from some odd jobs did not stay long. What was most disheartening was that for him there seemed to be no future, no opportunity, no hope.

Thus it was when fall came and the daily papers published a story saying that the governments were planning a Youth Forestry Training Project and for persons interested to write in. He answered and the Fates started to work over-time. In a few days he was summoned and interviewed with two hundred other boys. Two weeks later, approval was given and he found himself with fifty-nine other young chaps in a Forestry camp, eighty-five miles south-west of Calgary. Located in the beautiful Rockies, the camp snuggled at the foot of Mount Head. The Highwood river trickled by.

Here, he learned how to handle an axe, a spade and a hammer, how to handle and pack a horse and how to make log buildings.

During the winter, roads were improved, many bridges and culverts were rebuilt, camping grounds were cleaned up and prepared for the summer. Picnic shelters and fire-places were constructed for the benefit of those who came to camp in the ruggedness of the rough mountains and the beautiful green forests.

Where formerly flood waters in the spring had inundated a section of the main road, thus making it impassable for many weeks, a highway was constructed up on high land above the flood level. Many tons of earth and rock were

gouged and blasted out of a mountain-side scaring the wild creatures who were going about their personal business.

Several telephones and water pumps used in fighting forest fires were carefully dissected and reassembled until no parts were left over. A large skating rink was constructed, using the water pumps to flood it. The Y.F.T.P. camp was named Wyeffteepee Camp.

DEVELOPING STRONG CANADIANS



Classes in physical training have been particularly successful in Western Canada.

Instruction in surveying and forestry were given by a forest ranger and various forestry officials. The young fellows learned to respect the tree, because the tree was important, more important than you would realize from a casual acquaintance.

So the boys learned about trees, but they also learned about their bodies. A young doctor stayed in the camp all winter and taught them first-aid.

The first two weeks were tough. What with strangeness, unaccustomed work and especially homesickness. Those who have been far away from home for the first time and were wanting to be back there again, can appreciate their feelings.

However, these feelings soon brightened. A hockey team was organized. It went to Calgary, played, and came back satisfied. The Calgary team came to the camp,

played and departed, leaving the camp still satisfied. Hikes and expeditions were made through the surrounding countryside.

The boys received thirty dollars for a month clear, but as the nearest town was some twenty-five miles away, they kept most of it.

They went home the first of June. Many of the boys had skis and skates and puzzled faces watched them in Calgary, wondering what they were doing with skis and skates in June.

After three weeks at home, our young man received word that the Forestry Service of the Province of Alberta was setting up four new Forest Lookout Stations. Modern radio equipment was to be installed in them and in a station already erected. Accordingly, he went out with three other chaps from Wyeffteepee Camp to Buck Mountain Lookout Station.

For three weeks an instructor in charge of radio, taught them radio theory, how to send and receive code and how to operate radio equipment. An inspector taught and showed them the duties of a lookout man. The radio equipment for Buck Mountain soon arrived and was assembled.

No fire of any size burned there that summer. Autumn passed and the snow began to fall. In a short time the trees were safe from fire under a mantle of snow. Buck Mountain Lookout Station was now closed.

During the winter that followed, '38-39, this boy now infused with radio, took a Commercial Radio Operating Course, bought stacks of radio magazines and spent innumerable hours listening to the amateurs on the amateur radio bands. Some old radios were bought, the sets junked and soon weird noises started to come out of a loud-speaker as experiments were carried on with a receiver.

The young man would now like to thank whoever is to be thanked for the Youth Forestry Training Project, which gave him a start in life and helped him when he most needed help.

